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ABSTRACT

Directed to teachers and teacher trainers who want to infuse career-related principles into their existing basic skills curriculum (language arts and mathematics), this report presents strategies and ideas for both the primary and intermediate levels within the elementary school. The first section addresses the need for materials to help practitioners plan instructional activities in the basic skills area through infusion of career education information. In the second section these six components necessary in planning such instructional activities are described: (1) curriculum concept, (2) career education concept, (3) student objectives, (4) procedures, (5) resources, and (6) evaluation. The third section provides illustrations of sample lessons from grades 1-6 for both language arts and mathematics. Each lesson is presented in a format for planning career-infused activities which contains the six necessary components. The fourth section presents additional ideas for instructional activities in language arts and mathematics. A brief discussion on using community resources conclude the report. (YLB)

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INFUSING CAREER EDUCATION INTO BASIC SKILLS INSTRUCTION AT THE ELEMENTARY SCHOOL LEVEL: STRATEGIES AND IDEAS FOR TEACHERS

Prepared by:

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FINAL NARRATIVE REPORT ABSTRACT

Career Education Program
Grant No. G-0078C0007

Title: Media Packages for Teacher Trainers: Primary Level

Project Category: Training

Project Director: Henry M. Brickell

Contract Institution: Policy Studies in Education
Academy for Educational Development
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Grant No. G-0078C0007: Media Packages
for Teacher Trainers-Primary Level

FINAL REPORT ABSTRACT

This Final Report Abstract is submitted in accordance with the requirements of Grant No. G-0078C0007 entitled, Media Packages for Teacher Trainers-Primary Level.

Grant Purpose:

The purpose of the Grant was to produce a series of films and related filmstrips which can demonstrate to teachers at the primary grade level ways in which to infuse career education concepts and information into the curricula in the following areas: language arts in the primary grades (1-3); language arts in the intermediate grades (4-6); mathematics in the primary grades (1-3); and mathematics in the intermediate grades (4-6). These materials were intended to be utilized by teacher trainers in workshops for primary school teachers to introduce or preface discussion on career education methods for those who have relatively little background or previous training in such approaches.

Change in Program Scope

As preface to the production, the project would entail the development of the concepts and preliminary lesson plans to be utilized in the film productions. The grant support for production of the media packages was not utilized during the formal term of the grant. This final report therefore is restricted to the preliminary phases of work as the grant period could not be extended to enable the media production to proceed. In agreement with the grant sponsors, the contracting institution has prepared the attached final report entitled:

Infusing Career Education into Basic Skills
Instruction at the Elementary School Level:
Strategies and Ideas for Teachers

Final Financial Report

Attached hereto is the Final Financial Status Report (HEW-601T,OMB No. 29-R0224). As only a portion of the Grant funds received were expended, the balance of funds have been returned.

INTRODUCTION

This paper focuses on the infusion of career education into instructional activities at the elementary school level in the area of basic skills. It is directed to both teachers and teacher trainers who want to apply career-related principles to their existing curriculum in the language arts and mathematics. The material herein refers to instructional activities at the primary (Grades 1-3) and intermediate (Grades 4-6) levels within the elementary school.

The strategies and ideas presented in the body of this report are designed to prepare and train professional staff at the elementary level in ways they can adapt their instruction in order to accomplish both basic skills curriculum objectives as well as career objectives. Our primary purpose is not to make the user "aware" of career education and its implications for the elementary curriculum, but, rather, to give them the skills and approaches to adapt their curriculum as necessary. The major thrust of this paper is to give a general strategy for such adaptation, supplemented with specific illustrations. In so doing, the material provides a resource for users to continue on their own.

There are several parts to this report. First, we describe the need for materials which help practitioners plan their instructional activities in the basic skills area through the infusion of career education information. Second, we describe the various components necessary in planning such instructional activities. Third, we provide illustrations of sample lessons from Grade 1 through Grade 6. Fourth, we summarize the overall value of planning instruction in these ways, highlighting additional activities which may take place inside or outside of the classroom.

EVIDENCE OF NEED

Public education has not performed well in recent years in regard to preparing our students in the basic skills. The nation has witnessed a significant movement, initiated and supported by the public at large, toward minimum competency testing in the areas of reading and mathematics in order to confirm what students are and are not learning in our classrooms. It is, indeed, a national problem toward which sound solutions are needed.

Career education can be a solution. As a vehicle for teaching the basic skills, career education can enhance and even make relevant the teaching of reading, writing, and computation. Evidence collected to date has shown, while not dramatically, positive results in terms of student performance in those classrooms where career information has been infused into the existing curriculum. In such environments, concepts taught in the areas of reading and mathematics have been related to the world of work and have been a strong motivating force toward making students more interested and involved in the learning process.

However, for the teachers in the close to 17,000 local school districts in the United States, we have created very few products to strengthen their capabilities to infuse career education into the existing curriculum. Most of our efforts have dealt solely with the topic of jobs and careers, not emphasizing the relevant ties between work and standard curriculum topics. Also, where materials do exist, they have been generated for older students and grade levels beyond the elementary school. Similarly, teacher education institutions have done little to prepare their prospective teachers in methods and techniques required for infusing career education into standard subject areas. Thus, the need is great for tools which will prepare both teachers and teacher trainers to carry out this important task.

Therefore, we have focused our attention on career education infusion activities in the basic skills and at the elementary level, Grades 1-6. It is at this point in the educational life of any student that the fundamentals and basic foundations of skills that will be required throughout a lifetime are made. At the earlier grade levels, these include essential listening, speaking, reading, and writing abilities, as well as skills related to concepts, applications, and computations in applied mathematics. At the later grades of elementary school, continued practice and reinforcement as well as application of such skills are emphasized. Our approach in this paper is to give the user an overall view of how to plan for infusion and examples of how it can be done in key subject areas.

Finally, our emphasis is confirmed in the United Stated Office of Education documetns which cite the basic learner outcomes appropriate to career education, highlighting the following: Students are to be competent in the basic academic skills required for adaptability in our rapidly changing society. It is with the intent of meeting this objective that the following text has been prepared.

PLANNING CAREER INFUSED INSTRUCTIONAL ACTIVITIES

The sample activities which follow have been built in light of these assumptions:

- Career education concepts can be related to concepts within the areas of language arts and mathematics
- Instructional activities must be built to deliver on and emphasize student outcomes
- Instructional activities must relate basic skills curriculum concepts to the world of work in order to demonstrate relevancy for the former
- Instructional activities must include both classroom-based and community-based procedures
- Cumulative evidence of the success of career education in influencing academic achievement of students needs to be demonstrated through the collection of empirical evaluation evidence

The six components of each sample activity are described below:

Curriculum concept: Both commercially- and locally-produced elementary level curriculum materials in language arts and mathematics identify key curriculum concepts to be taught at these grade levels. Standard texts in these subject areas provide such concepts in a chronological and integrated sequence. These concepts should be the basis for developing career-related activities. Sample concepts appear in the activities which follow and serve only as illustrations of how these maybe taught with world of work objectives and procedures in mind.

Career education concept: Career education concepts can be developed locally or adopted/adapted from those already prepared in other settings. Key institutions knowledgeable of the availability of such material include: National Center for Research in Vocational Education, American Institutes of Research, National Assessment of Educational Progress--Education Commission of the States, National

Center for Career Education, Partners in Career Education: Texas Education Agency, Northwest Regional Educational Laboratory, and the Career Education Library of the Office of Career Education.

Student objectives: These objectives should be stated in measureable terms and specify the behavioral changes expected of the students. Again, these objectives can be developed locally or adopted/adapted from existing lists. Sources of information for such objectives are similar to those cited above.

Procedures: Procedures include those which are initiated and directed by the teacher and those which the student carries out in group or individual settings. Each step called for is related directly to achieving the student objective. Specifically, the procedures describe the events which need to take place to accomplish the objectives as stated.

Resources: Resources include those which are available in the classroom (or school) such as audiovisual materials, printed materials, specialized staff, and special equipment, as well as community resources such as guest speakers, field trips to employment sites, use of public facilities--libraries, museums, churches, and so forth.

Evaluation: To verify the extent to which career infused basic skills activities make a difference on student performance, evaluation tasks must be conducted. These tasks are designed to measure whether or not the students have accomplished the objectives specified in the activity. They are a direct measure of whether or not the student obtained the skills, abilities, or attitudes planned for.

In creating a comprehensive career infused curriculum for both language arts and mathematics, several groups need to be involved. First, the faculty at each grade should be given the overall responsibility for identifying those portions of the curriculum--the particular curriculum concepts--which appear to be most appropriate for career infusion. They should either create career education concepts and student objectives (using reference materials as necessary) or review existing lists and adopting/adapting them as appropriate. The development of procedures and the identification of resources are natural tasks for faculty to carry out, while evaluation techniques may be more appropriate for evaluations within the local school district.
In carrying out these steps, the faculty should be supported by specialists within the school district (such as those in the areas of language arts and mathematics) as well as representatives from the community, such as employers who can help identify community activities and resources to enhance the instruction.

Grade 1

Language Arts

Curriculum Concept

Written Communication:
Recognizing the order of letters in the alphabet

Career Education Concept

Obtaining skills necessary for a job

Student Objective

The student will be able to locate in a telephone directory a business or company when given its proper name.

Procedures

- Make a "mini-version" of the telephone directory, listing commercial businesses by name (utilizing every letter of the alphabet) along with their telephone numbers for every student.
- Write the names of six businesses or companies on the chalkboard.
- Have students locate the business in their telephone directory and record the corresponding telephone number.
- Have class participate in a discussion about the role of the telephone in business and why a telephone directory would be helpful.

Resources

Classroom: Telephone directory; modified version of telephone directory for student use

Community: Employees from the telephone company visit classroom to describe the multiple uses of the telephone directory and how it is put together

Evaluation

Out of the given six names of businesses, the student will be able to correctly locate three in a telephone directory along with their telephone numbers.

Grade 2

Language Arts

Curriculum Concept

Oral Communication:
Formulating and asking questions

Career Education Concept

Learning about the factors which determine career choice

Student Objective

The student will be able to ask specific questions of workers in order to identify reasons why they chose their occupations

Procedures

- Identify five differnt occupations and discuss with the class the characteristics of each.
- With the students, formulate common and unique questions that could be asked of each worker about the reasons why they selected their occupation (i.e., salary, schedule, location, interests, values, etc.)
- Invite representative workers to the classroom and have them discuss what they do in their jobs.
- Have students ask the question of why they chose the job they did.

Resources

Classroom:

Community: Selected workers in the immediate community

Evaluation

Two days following the procedures listed above, when given ten questions relating to reasons for occupational choice (of which half are correct in either form or content), the student will be able to explain what is right or wrong about each one.

Grade 3

Language Arts

Curriculum Concept

Oral Communication:
Listening to and
following directions

Career Education Concept

Developing skills in human relationships and group dynamics

Student Objective

The student will be able to listen and, by working together in a group, carry out a specific task based on an oral presentation.

Procedures

- Divide the classroom into four groups to plan a school play: groups for costume design, stage decorations, acting, and publicity.
- Explain the responsibilities of each group and have them describe and plan their tasks.
- Students will carry out their tasks under adult supervision.
- Bring class together and discuss the role of each group and how it contributed to the success of a whole.

Resources

Classroom: Selected text of play, general stage props, costume materials, past copies of publicity documents for school events

Community: Older students and adult volunteers to advise students on group related tasks. Take class to see theatrical production. Have actors/designers/stage hands come to class and relate their experiences.

Evaluation

Given a description of the staffing of a hospital (e.g., maintenance workers, food and nutrition staff, volunteer staff, nurses, and doctors), the student will be able to explain how each type of employee contributes to the successful functioning of a hospital.

Grade 4

Language Arts

Curriculum Concept

Written Communication:
Learning to write letters

Career Education Concept

Obtaining information about careers

Student Objective

The student will be able to compose a brief letter to a person already employed in his/her occupational area of interest.

Procedures

- Discuss with the class the types of occupations for which the students have a potential interest.
- Identify what they would like to know further about these occupations, such as day-to-day activities, needed skills, educational preparation, salary, and so forth.
- Give a lesson on the organization and writing of letters (i.e., heading, greeting, body, closing, etc.).
- Jointly with the students, develop a list of individuals in the community who represent occupations of potential interest and to whom letters can be written.
- Have students prepare letters to selected workers under teacher supervision and, upon receipt of responses, have students share information with class.

Resources

Classroom: Sample letters

Community: List of community workers who represent students' areas of potential occupational interest

Evaluation

Students will be able to identify the parts of a letter and describe how letters can be used to get information.

Grade 5

Language Arts

Curriculum Concept

Written Communication:
Learning how to construct paragraphs

Career Education Concept

Developing self-awareness in relation to careers

Student Objective

The student will be able to write a paragraph about his/her strengths, weaknesses, interests, and values with respect to a specific career.

Procedures

- Discuss how individuals differ in certain physical and personality traits: height, weight, skills, temperament, sociability, etc.
- Discuss the relationship of these personal traits to specific jobs (i.e., mathematical skills for an accountant, ability to get along with others for a guidance counselor, etc.)
- Instruct children in the writing of paragraphs (e.g., one or more sentences to a single topic, indentation, etc.)
- Based on examining themselves and knowing how to create paragraphs, have students write a paragraph which describes their suitability for a certain profession.

Resources

Classroom: School counselor/psychologist talk about how people differ

Community: Community workers discuss why their personal characteristics are appropriate for their occupational area

Evaluation

Given sample of five paragraphs, identify those which meet the criterion for a parapraph and correct the ones which do not.

Grade 6

Language Arts

Curriculum Concept

Reading Skills:
Reading comprehension

Career Education Concept

Developing positive attitudes toward work

Student Objective

After reading selected biographies of famous people, the student will be able to identify different attitudes toward work.

Procedures

- Identify biographies which discuss careers and career development of famous people, i.e. Albert Schweitzer, Clara Barton, Thomas Edison, etc.
- Have students read three different biographies.
- Have students write a report which describes the personal characteristics of each person and how they felt about their work.

Resources

Classroom: Selected biographies or autobiographies

Community:

Evaluation

Imagining themselves 25 years in the future and working in a certain occupation, students will be able to describe their perspectives and attitudes toward their occupation.

Grade 1

Mathematics

Curriculum Concept

Telling Time:
Telling time to the hour and to the half hour

Career Education Concept

Understand the importance of planning tasks

Student Objective

The student will be able to complete a set of tasks within a given time period.

Procedures

- Identify and discuss tasks which need to be carried out in the classroom, such as storage of paints, clean-up after activities, sorting puzzles, etc.
- Instruct each student on how to draw and construct a clock with moving parts.
- Instruct students on how to tell time to the hour and to the half hour.
- Have children time each other on the beginning and completion of tasks which need to be carried out daily.
- Have children discuss the tasks they carry out at home and how much time they think it takes to carry out each task.
- Have students select two tasks, one they perform in the classroom and one at home, and tell the others what they have to do to complete each responsibility.
- Take students on a field trip to a local supermarket where they can see different workers carrying out different tasks; discuss with the students approximately how long the worker takes to accomplish certain tasks.

Resources

Classroom: Construction paper, paints, paintbrushes
Clocks (actual and pictorial)

Community: Field trip to local supermarket

Evaluation

Each student completes the following tasks within designated time periods:

A. Clean desks and replace paint jars after art: 15 minutes
B. Select a classmate to assist in creation of number line: 45 minutes
C. Prepare a picture book which describes their family: 2 days: one-half hour each day

Grade 2

Mathematics

Curriculum Concept

Measuring:
- Linear measurement
- Temperature measurement

Career Education Concept

Applying skills acquired in school to specific careers

Student Objective

The student will be able to recognize the use of measurement skills in performing tasks required in selected occupations.

Procedures

- Show students different tools to conduct linear measurement (e.g., yardsticks, tape measures, rulers, etc.) and different tools to measure temperatures (e.g., outdoor thermometer, oral thermometers, etc).
- Have students use each tool as intended.
- Introduce students to workers who need to use tools of this nature to carry out their responsibilities.
- Have students draw pictures of workers using the various measurements in their work.

Resources

Classroom: Yardsticks, tape measures, rulers, outdoor thermometer, oral thermometer; paper, paints, paintbrushes; magazines and other pictorial documents which have illustrations of workers using measurement procedures in their work

Community: Site visit to a construction site and a hospital to observe workers using linear and temperature measures

Evaluation

Given five types of workers, students will be able to identify measurement tools used by each worker: doctor, carpenter, dress maker, weather forecaster.

Grade 3

Mathematics

Curriculum Concept	Career Education Concept
Money: Recognizing the names and values of coins, making change	Demonstrating the use of money as a means for obtaining goods and services

Student Objective

The student will be able to exchange correct amounts of money for what he/she wants to purchase.

Procedures

- Have students set up and operate a restaurant.
- Work with the children to develop a menu which describes food available and the cost of each item.
- Give each child the opportunity to visit the restuarant, order from the menu, and pay for the services rendered.
- Discuss with the class the values of coins in American currency.

Resources

Classroom: Props and materials to build a restaurant setting, coins in American currency, materials to print a menu

Community: Invite owners and operators of restaurants in the community to come in and talk about their establishments empasizing the types and cost of the food they serve; menus from local restaurants

Evaluation

Given a list of eight items to purchase from a department store, the students will be able to purchase each item and make correct change.

Grade 4

Mathematics

Curriculum Concept

Multiplication:
Multiplying three digit numbers with decimals

Career Education Concept

Relating mathematical skills gained in the classroom to skills needed in the computation of wages

Student Objective

The student will be able to compute the weekly earning of an employee given the hourly wage and the number of hours worked.

Procedures

- Discuss the differences between people who are payed by the hour (i.e., cashiers, machine operators) and those who are salaried and are paid a set salary regardless of the number of hours worked. Show how the total earnings are computed for those who are paid by the hour.
- Given a list of occupations, have the students decide how a worker in that job might be paid.
- Of those that are paid by the hour, give the students the hourly wage and number of hours worked per week, and have the students compute the weekly earnings.
- Have the students interview workers in the community to find out what various positions pay per hour and how many hours are normally worked in a week.

Resources

Classroom: List of various occupations, ranging from technical and professional workers to sales clerks and farmers

Community: Workers who are willing to be interviewed

Evaluation

Given the hourly wage and number of hours worked for seven workers, the student will be able to correctly compute five weekly wages.

Grade 5

Mathematics

Curriculum Concept

Addition and subtraction:
Adding and subtracting four digit numbers

Career Education Concept

Understanding how wages are computed

Student Objective

The student will be able to compute net income by subtracting deductions such as local, state, and federal taxes from total wages earned

Procedures

- Give students basic instruction in the addition and subtraction of four digit numerials.
- Discuss with students the different wages different workers get.
- Have students interview two persons in their community, one woman and one man, to gather information about their wages or salaries for work carried out.
- Discuss with students the purposes and uses of local, state, and federal taxes.
- Instruct students on the percentage of taxes in each category deducted from salary in your locale.
- Give students a gross income and have them make the standard deductions to generate the net income.

Resources

Classroom: Basic math text; set of written questions students can use in local interviews; information on local, state, and federal tax rates

Community: Workers in the community who can be interviewed about their salaries

Evaluation

Given a list of deductions and the gross wages appropriate to four occupations, the student will be able to compute the net income for each occupation.

Grade 6

Mathematics

Curriculum Concept

Reading charts and graphs

Career Education Concept

Using graphs to convey information

Student Objective

The student will be able to interpret and use figures represented in charts and graphs.

Procedures

- Have students bring in pictures of graphs which they may find in magazines and other written documents in their homes.
- Instruct students on characteristics and uses of charts and graphs.
- Have students discuss and describe the various uses of charts and graphs (i.e., recording temperatures, identifying changes in population rates, etc.)
- Have students interview two workers in the community who use charts and graphs in carrying out their daily responsibilities.
- Have students choose one of the graphs they brought from home and represent the information in another way (i.e., chart form to line graph, etc.)

Resources

Classroom: Graph paper; illustrations of graphs and charts to convey statistics and figures

Community: Community workers who use graphs and charts (i.e. draftsmen, architects, etc.)

Evaluation

Given a written description of the profit and loss figures for a certain business, students will be able to fill in a bar graph to accurately reflect these profits and losses over the past five years.

ADDITIONAL IDEAS FOR INSTRUCTIONAL ACTIVITIES

The preceeding sample lessons illustrate a complete format for planning career infused activities. Below are additional suggestions of the purposes of such activities in regard to strengthening student performance in the basic skills.

Language Arts

1. To understand the importance of written communication in various work situations, students will assess another student's performance on a set of tasks in terms of his/her strengths and weaknesses.

2. To understand the importance of oral communication which is clear and persuasive, students will speak about and try to interest others in certain occupational areas.

3. To stress the importance of listening skills in understanding the sequence of tasks at hand, students will be asked to develop a radio announcement describing the availability of a new product.

4. To demonstrate the importance of vocabulary skills in accurately describing one's views, students will be asked to identify synonyms for words which characterize certain occupations.

5. To develop good study skills such as identifying and obtaining information, students will visit libraries both in the school building and in the community to fully understand the offerings and opportunities in those resource centers.

6. To understand the difference between supervisory and non-supervisory roles, students will be asked to role play each position in at least three occupations.

7. To better understand the relationship of interests and values to occupational choice, students will interview five workers in the community to gather information about why they entered their occupational field and how their life styles have been affected as a consequence.

Mathematics

1. To understand the application of basic computational skills, such as addition, subtraction, multiplication and division, students will describe various occupations that use each in their daily tasks, e.g. accountants, sales clerks, bank tellers, etc.

2. To understand that different work roles occur at different times of the day, students will interview workers whose tasks are carried out in the evening (such as night watchmen) and those whose tasks are carried out during the normal work day.

3. To understand that wages are what someone receives for time and effort expended, students will interview different levels of workers and relate the time and effort given to the wages received.

4. To recognize the difference between those who produce goods and those who provide services and to clearly understand the distinction among sets/groups/clusters, students will be asked to cut out pictures of products from magazines and group these into sets, as well as to cut our pictures of those people who provide services.

6. In order to apply mathematical concepts to everyday life, students will participate in class discussions of how varying math concepts are needed to expand a business, get a promotion or gain entry into a specific career, or obtain a second career.

USING COMMUNITY RESOURCES

While the pivotal player in the design and delivery of career infused instructional activities is the classroom teacher, career education is most succesful when community resources are used to their maximum. Career education is a partnership/collaborative effort which involves the formal educational system, the home and family structure, and the business/labor/industry/professional/government communities. Career education cannot be designed and delivered in the classroom only. It needs advice and support from both community members and community institutions.

There are several ways community resources can be used. First, members of the community can be invited to classrooms to speak to students about their roles in the world of work. Students can be given the opportunity to interview and assess these workers along varying occupational lines. Second, community representatives can be included in curriculum development committees so that the materials prepared benefit from actual work experiences and the realities of everyday work life. Representatives from the community can also be used to offer advice and counsel to the overall design of the school program as it relates to career-related interests. Third, teachers and students can visit sites in the community, both public and private places of employment, to observe various work roles and the performance of the tasks in certain occupational areas. Students are able to assess and analyze these work situations according to their own interests and preferences. Fourth, community organizations can offer materials and equipment to school programs that will enhance the delivery of career education. These include both material resources, such as books and other printed products, as well as equipment and special machines used in certain occupational areas.

In short, career education instruction can be enriched by the use of community resources which provide realistic opportunities and work-related information. The world of work community, on the other hand, benefits from its relationship to the formal educational system in that it can assist in preparing students to effectively meet their career roles and obligations throughout adulthood.